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Language skills should be taught in an integrated curriculum that combines usage, composition, literature, reading, and spelling. In such a curriculum, the teacher has a wide choice of procedures and materials, the student sees language applied in realistic situations, and the individual skills and concepts reinforce each other. Since no one book presents such a completely fused curriculum, the teacher must plan his own program to meet the students' needs, correlating teaching activities with the focus and goals of the unit and with the literary works available. If the school is not departmentalized, integrated curriculums can also be set up between teachers of English and teachers of science, history, health, and home economics. In core curriculums, where one teacher is responsible for language arts and social studies, American history or civics can be integrated with the English curriculum. (Activities and lesson plans for the first week of a 4-week thematic literature unit, "Fear," are outlined.) (LH)

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INTEGRATION OF ENGLISH

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In many Arizona schools a child in the seventh or eighth grade spends two class periods a day studying English: one in reading or literature and one in language and spelling. Sometimes these classes are taught by two different teachers; rarely does one teacher plan lessons that correlate with the other teacher's work on approaches. Often the only spelling lists studied by the child are taken word for word from the state-adopted spelling text, and these are not necessarily the ones the child is likely to need when he writes his next composition. Composition topics rarely ask a child to write about what he is reading in literature class, because the language or composition teacher often has students who are in many different literature classes. But a child's life--any person's life--is not made up of activities that have no relation to each othe A child uses language--oral and written--at home and at school. Why should the various aspects of the study of English be so compartmentalized? Language usage, composition, literature, reading, and spelling are all related to each other and should be taught as an integrated curriculum. Integration means "wholeness," and the child should have a whole program in the study of English and not just bits, pieces, and unrelated segments.

In a departmentalized school a fused or integrated English program may upset schedules and traditionally-oriented teachers. But there are several substantial reasons why this program is better than what is being currently used. First, in a fused curriculum the teacher has a much wider choice of procedures and materials. He may use a film to motivate composition, especially if that film also presents in a fresh way concept currently being taught in literature. Second the student benefits from seeing relationship among aspects of the language program applied in realistic situations. Suppose the teacher wants to use drama as the vehicle to teach several language skills and concepts. The children will practice composition skills as they write their own plays. Oral language is involved in producing, directing, and acting in the student-written plays. Letter-writing can be incorporated if the children wish to invite an audience. More than likely the children will read one or two dramas from their anthology. Here it can be seen that many related language skills and concepts are covered, a fused or integrated curriculum reinforcing previously taught concepts. How can a child not see the importance of good spelling in a composition lesson in which a letter of application is written by each student and actually sent to an employer. Each letter is accompanied by an explanatory note from the teacher which asks the employer whether he would hire the letter-writer on the basis of his letter. In a fused English program the children can see that what they are learning in English is useful because they are using what they learn. No longer is spelling just a list of words; no longer is composition "What I Did Last Summer." All the child's uses of English are related to each other and to h life.

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Unfortunately for the teacher who wants instant integration there is no one book which will present a completely fused English curriculum. This is lucky for the studen for the teacher must plan his own program to meet their needs. This kind of program will take much planning and preparation. Before sitting down to write his lesson plans a teacher must make several considerations. What are the students' needs? What are their strengths and weaknesses? How will the material to be covered be organized--in units, in lessons? How much time should be allotted the individual units or lessons? How much and what media is available to be used to teach, motivate, and reinforce concepts in the program?

Then planning and preparation begins. Literature, language and speech activities are chosen; records, films, and slides are selected; and lessons plans are made, spelli

and vocabulary lists must be prepared. Student copies of the literature selections must be made available. There will probably be tests to construct as well as discussion questions and composition topics to prepare.

Specifically, how does a teacher plan a unit integrating the different aspects of the study of language? He must decide first what elements--(spelling, vocabulary, literature, speech activities, and composition)--he wants to include in a certain block of time. Next, he must decide on a focus. Should his focus be composition with the children eventually publishing a magazine or a newspaper? Should it be literature? If he chooses to focus this time on literature, he might teach a thematic unit. Hopefully a theme such as friendship, fear, or the search for values has already suggested itself to him because in his reading he has found some exciting selections that will fit such a theme. The teacher must then gather all the materials he can possibly find on this chosen theme, block out the time he wants to spend on the unit and figure out how he is going to incorporate into it the various concepts and skills he wants to teach. He plans his unit so the children have an opportunity to read short works and long works that carry out the theme. Oral and written language activities as well as spelling and vocabulary words are chosen to correlate with the theme, with the literary works, and with the goals the teacher has set. Then the lesson plans are written and implemented.

This brief discussion of one way to integrate the English curriculum does not begin to show the immense amount of time and effort that must be expended to make such a program worthwhile and meaningful. The authors have chosen to illustrate a segment of a thematic unit they prepared for a team-teaching situation in the seventh grade. The chart is a brief lesson plan for the four-week thematic literature unit on "Fear." Following the chart is the day-by-day plan of the first week of the thematic unit.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Intro. to unit theme. Music -- "Who Will Answer" Poem -- "Carmel Point" Discussion led from questions on board. Writing assignment 4-5 fears each student knows or has experienced.	Pre-class preparation: On board is a chart prepared from writing assignment. Present vocabulary Read excerpt from Dandelion Wine	Hand out: Bibliography for individualized reading Annotate books related to theme Browsing time for students. Discussion of report forms for long and short works.	Poem "Report Cards" (untitled) Class works to discover title. Free reading	Vocabulary II intro. Short story "Witch Hunt" read silently. Discussion:individual vs. group fear. (reinforcement teaching-plot structure) Work sheet based on story.
Composition lesson (some suggested topics listed on board) Due: Tuesday	Collect compositions. Music: played while students come into room and hand in compositions. "The Fox" Read aloud and discuss "The Trap" "Hunting Song" Free reading	Trial test on spelling words from compositions. Intro. to drama-"The Monsters are Due on Maple Street" Silent reading by class.	Assign parts for play. Teacher #1 rehearses with actors. Teacher #2 organizes remainder of students into groups for work on simple props, sets. programs, etc.	Spelling final test. Continue work on play.

Presentation of play to outside group. (tape presentation for study later on)	Introduction to novel Teacher #1 - Call It Courage (vocabulary presented) Teacher #2 - April Morning First reading assignment.	Spelling work - both groups Continue common reading	Spelling and/or vocab. work - both classes. Continue common reading.	Final spelling tests. Any vocabulary work teachers feel necessary. Continue common reading.
Complete work on common reading. Evaluation: two page objective test.	Silent reading of two short stories: "Hunder" "The Jacket" Teacher led discussion of both stories.	Reading and discussion of two poems: "Geofge Gray" "We Never Know How High We Are" Relate to quotation on board.	Role playing.	Film: "The Hat" Two poems: "Little Miss Muffet" "War"

FEAR

MONDAY: Prepare the classroom by hanging "creepy crawlers" from the ceiling and placing a green light in the room to cast shadows. Play the recording "Who Will Answer" by Ed Ames (RCA Victor) as the children come into the room and again after the bell has rung when the students are quiet and attentive. Introduce the unit by reading poem "Carmel Point" by Margaret MacSweeney (from REFLECTIONS ON A GIFT OF WATERMELON PICKLE, Scott, Foresman, 1966). Use the poem's last line, "I am afraid of many things" to discuss a few of the children's fears. Use bulletin board with illustrations of fearful things to help promote the discussion of common fears. Hand out teacher-prepared slips of paper. Direct children to list three to five things that frighten them. Reassure the children that no one will know who has written what. After allowing time, collect the slips of paper. Leaf through them, mentioning a few fears that have appeared more than once. Tell children that a chart listing the fears they have listed will be prepared for them to see on Tuesday.

TUESDAY: Post chart listing children's fears. Read them aloud, welcoming comments from the students. If possible have the children help place fears under headings such as "fear of failure." Explain to the children that the works of literature they will be reading will deal with fears such as those they have listed. Point out that perhaps they will better understand fear, its causes, and how to deal with it after studying the unit. List Vocabulary I on the board. Have students volunteer the meanings of any of the words they know. If a word is not known by any student, have one student look it up in the dictionary. Point out that the story that will be read to them today deals with fear for one's physical safety. Relate this to the fears on the chart. (Teacher should be sure that this fear is on the chart). Read excerpt from Ray Bradbury's DANDELION WINE (Bantam paperback).

WEDNESDAY: Hand out copy of bibliography for individualized reading. Annotate books for approximately twenty minutes. Let children browse and check out books for about fifteen minutes. Then discuss report forms for long and short works.

THURSDAY: Hand out dittoed copies of poem "Report Cards" by Iris Flom (in PEPPERMINT, Scholastic Book Services, 1968). Copies should not have the title of the poem on them. There should be a blank instead. Explain that this poem was written by someone about their age. Ask the students to try to figure out what the poet fears in the poem. Read the poem aloud. Ask for what the students think the poet feared. Also ask for possible titles to the poem. After the correct answers are supplied, allow the students to write the title of the poem in the blanks. Continue selection of reading books. Also allow students to read.

FRIDAY: Introduce Vocabulary II by following procedure for Tuesday. Review with the children what they know about witchcraft in the New England Colonies. Tell the students that the story they are to read is part of a longer book. Give them the necessary information about the longer work so that they are able to read the story in the light of what has gone on before the excerpt. Direct the children to read silently from Elizabeth Speare's "Witch Hunt" in DISCOVERY THROUGH READING (Ginn, 1964). Direct the discussion on how fears can effect a group. Also try to draw out the idea that people have really not changed as much as we sometimes think they have over the years. Reteach plot structure using Teacher's Guide for the anthology Discovery. Assign worksheet adapted from the same guide, which gives students experience in relating opinion statements to factual statements, helps them to place events in chronological order and to understand that language changes through the years.

As you can see from only one week of the thematic unit, students are exposed to a variety of language activities usually treated separately in the traditional language arts program. Spelling and vocabulary words are taken from stories and poems read. Students have been exposed to long and short works of literature, to listening, speaking, and writing skill through discussions and composition assignments, and to analysis of plot structure, fact and opinion, and chronological order in a piece of literature.

Media are used frequently. Films, records, pictures are so much a part of child's life today. They create interest in a particular lesson, illustrate its point more clearly or from a different viewpoint, and provide variety of approach and presentation.

What about relating the teaching of English to other subjects in the school curriculum? If the school is departmentalized this may not be practical. However, there might be a science, health, history, or home economics teacher who would cooperate in teaching correlated lessons. Media could be used in English or in the correlated subject, leading to compositions or reports that would reinforce concepts in both subject fields. Words commonly misspelled or used in health or science written work could be included in the spelling work of the English class.

In many junior highs there is a core curriculum, in which a teacher is responsible for teaching language arts and social studies for a three-period block of time. The teacher usually has two groups a day. Here is an opportunity for integration of American history or civics into the English curriculum. Suppose a teacher is responsible for teaching language and American history. By focusing on a particular period in American history he can use this period as a basis for the teaching of literature, composition, and spelling. Many good adolescent novels have American history as their subject. Esther Forbes' JOHNNY TREMAIN and Howard Fast's APRIL MORNING are two good novels about the Revolutionary War Period. ACROSS FIVE APRILS by Irene Hunt is a novel about the Civil War. An idea for a fused history and English unit that has great possibilities is a unit on the misfit in the East out West. SHANE by Jack Schaefer and BROKEN ARROW by Elliott Arnold are two of the many novels that treat this theme. Media including films, records, even television could be utilized profitably, and there are many possibilities for reports, compositions, and discussions. The core period spent studying a unit such as this could be an exciting one for both teacher and students.

Of course in a self-contained classroom, a school with modular scheduling, multi-purpose rooms or clusters, there are many more opportunities for integrating the English curriculum into other subject fields. It is unfortunate that children see no reason for spelling correctly and using good sentence form when writing a science report because after all the science teacher isn't an English teacher. So if it is at all possible to integrate curricula outside of English, it should be attempted.

The authors of this article are the first to admit that planning and teaching an integrated curriculum are more difficult than operating under a departmentalized system. Correlating all aspects of an English program takes more effort and preparation than picking up a spelling text and teaching a "canned" lesson week after week. It takes more time and energy to read and select poems, short stories, plays, and novels that meet the needs of a particular group than to teach solely from irrelevant state-adopted anthology. The kind of curriculum promoted in this article takes a teacher with determination, enthusiasm, and willingness to take time to prepare his integrated English program.